

# The Educational Weekly.

## The Educational Weekly.

THE UNION OF

Seven Leading Educational Monthlies in the Western States.

S. R. WINCHELL, Managing Editor.

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CHICAGO, THURSDAY, FEBRUARY 13, 1879.

We send this issue to all whose subscriptions expired with No. 100, but have not been renewed. Let us hear from you at once if you want the paper continued. Otherwise the names will be dropped from our list this week.

The great demand upon numbers of the WEEKLY published since Jan. 1, 1879, has completely exhausted our supply of Nos. 99 and 101. We have a large number of subscriptions now on hand to begin at that date, and shall be able to fill such orders only by the help of our friends who have duplicate copies, or who do not preserve their files complete. We wish to accommodate all, and will, as usual, extend the subscription of any one two weeks, who will return to us, in good condition, one copy of either number.

With the next issue of the WEEKLY, Professor Jeremiah Mahony, Principal of the Washington School, Chicago, will become associate editor with Mr. Winchell. Principal Mahony's editorial qualifications are well known to most of our readers, not only through the articles which he has contributed to the columns of the WEEKLY, but chiefly through the *Chicago Teacher* and the *National Teachers' Monthly*, both of which he edited with marked ability, during the period of their greatest prosperity. Mr. Mahony will perform general editorial work in all parts of the paper, and we feel like congratulating our readers as well as ourselves in having secured so valuable an acquisition to the editorial force.

## PREMIUMS

—FOR—

### NEW SUBSCRIBERS.

1. To any *present subscriber* for THE EDUCATIONAL WEEKLY, who will send a new subscriber's name, with the cash for a year's subscription (\$2.50), the publishers hereby offer to give a copy of ANY BOOK PUBLISHED, the retail price of which does not exceed \$1.00.

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Those who wish books for their own personal use, or for presents, will find here an easy way to obtain them. The books will be sent through the mail, or by express, at the expense of

THE PUBLISHERS.

### CIVIL SERVICE REFORM.

ON the third of February the Senate of the United States, after a long and somewhat acrimonious struggle, confirmed the nomination of the President for certain offices in the custom house in New York. This action may be considered as a step gained in behalf of civil service reform. The issue became at last very sharply defined. In a brief message to the Senate, the President made the point that the administration of the custom house at the metropolis is a matter not merely of a local, but of general interest, inasmuch as it collects more than two-thirds of the entire customs revenues of the Government; that it is therefore a business and not a political institution; that the suspended officers therein have, for a long period of time, used it to manage and control political affairs; that they regarded their official as secondary to their political duties and partisan work, and that the custom house should be a purely business office, and conducted on business principles. The president further declares that, "convinced that the people of New York and of the country generally wish the custom-house administered solely with a view to public interest, it is my purpose to do all in my power to introduce into this great office the reforms which the country desires."

These are brave words and they seem to have made an impression upon the Senate, which, by a strong vote, decided to

postpone action upon the nominations before it until Monday, the message having been transmitted on Saturday, February first.

The issue was thus already made between the partisan abuse of a high trust and the honest, faithful discharge of business duties on business principles;—between a bitter personal and partisan spite on the one hand, and the public interest on the other. The result was that statesmanship gained a signal victory over mere partisanship, for the Senate, by a decided majority, on Monday confirmed the nominations of the gentlemen who, on the new program, are to serve the government and the whole people, rather than manage a political engine. At this result, gained after a long struggle, let every true patriot rejoice, and pray that it may prove to be the beginning of a genuine and permanent reform in the method of conducting the complicated business affairs of the people. Let us hope that the era of partisan wrangling may speedily pass away, and that it may be succeeded by that "good time coming," when American statesmanship shall prove itself worthy of the greatness of the republic. This victory possesses an educational as well as a political significance, for there is no influence more demoralizing to the youth of our country than the abuses of partisan management in the conduct of our civil affairs. A regenerated and purified civil service, a service based upon merit alone, would become one of the most powerful moral forces ever bestowed upon a suffering people.

#### THE NORMAL SCHOOL PROBLEM.

THE annual legislative spasm over the normal school question has "set in." A resolution we perceive was introduced into the General Assembly of Illinois a few days since, for the appointment of a committee to inquire whether these institutions cannot be abolished without serious detriment to the cause of education. The resolution was adopted. The ground of the inquiry, it appears, is "the great complaint in many portions of the state as to the cost of the schools in proportion to the results produced." Such puerile proceedings have become too common to excite anything more than a smile of contempt, or a pang of profound pity for the ignorance of the average statesman who finds his way into a state legislature. An annual investigation, however exhaustive and conclusive in behalf of normal schools and the necessity of special training for teachers, is love's labor lost. Its influence is utterly dissipated, and its results are completely forgotten or ignored by the immaculate Solons whom some country caucus has resurrected from obscurity for the time being, and sent to the state capital to help turn the legislative grind-stone. Indeed, laws are repealed, appropriations are cut off, salaries are reduced, and offices abolished, of vital importance to the cause of education, without consideration, through mere prejudice, or in the face of the overwhelming evidence existing against such action. The amount of intelligent, prudent, far-sighted, and useful legislation accomplished at our state capitals is really very small. It is no common thing for four or five hundred bills to be introduced into a western legislature, with a lease of life not exceeding sixty days. Hundreds of such acts are annually passed, many of them perhaps to be repealed at the next session. The truth is, we are excessively burdened with over legislation, special and stupid legislation.

Among the remedies for these evils must be limited sessions, general laws, and provisions against local and special enactments. One of the highest functions of civil government is the enact-

ment of wise and wholesome laws. When such laws are once made, they should be allowed to stand with time sufficient to work out their beneficent results.

As to normal schools, the great question is not so much their cost as their quality. Are they working out economically and wisely their legitimate results? Are any being injured by the ignorance of their managers? Are they being diverted from their true purpose by abuses of administration or defects for organization? Such questions as these are legitimate and proper subjects of inquiry by competent legislative committees, and if an occasional investigation of this sort could be set on foot and regularly presented we are inclined to think that the schools themselves would be profited and our legislative bodies would be doing substantial service to their constituency. But this periodical raid upon their existence has become a "stale, flat, and unprofitable affair."

#### THE NATIONAL EDUCATIONAL ASSOCIATION— THE NEXT MEETING.

THE next meeting of the National Educational Association will occur at Philadelphia, July 29, 30, and 31. Elaborate preparations are in progress, and one of the largest and most profitable sessions in the history of this influential organization is expected. The National Exhibition Company has generously tendered the use of the Centennial Building for the meetings. The Philadelphia Board of Education, the City Teachers' Association, and the Council of Education have extended a cordial invitation to this body of educators to meet there. We are informed, also, that local committees of arrangement have already been appointed by the Teachers' Institute, the Board of Education, the Board of Managers of the Permanent Exhibition Company, and the Council of Education. Sub-committees have likewise been created on hotel accommodations, entertainments, visits to public institutions, etc. The well-known patriotic and public spirit of the citizens of Philadelphia affords every assurance that nothing in the way of careful and considerate preparations will be left undone, and we confidently predict a great rally of the representative educational men of the whole country.

It will be remembered that this Association was born in the "city of brotherly love" nearly twenty-two years ago, and it is eminently fitting that it should return to its birth-place to celebrate its majority. It has never yet, we believe, met twice at any one place, but has aimed to diffuse its influence as broadly as possible throughout the whole country. We shall hope in its fresh departure from Philadelphia to see it extend its visitations to the leading cities of the South, that its truly national character may be more fully verified than in the past it has seemed possible to do. For the convenience of our readers we subjoin the addresses of the more active officers of the Association, and bespeak for them the hearty coöperation of every educator in the country.

President of the General Association, JOHN HANCOCK, Dayton, Ohio.

Secretary, W. D. HENKLE, Salem, Ohio.

Treasurer, J. ORMOND WILSON, Washington, D. C.

President Department Superintendence, J. P. WICKERSHAM, Harrisburg, Pa.

President Department Normal Schools, WM. F. PHILIPS, Winona, Minn.

President Department Elementary Schools, GEO. P. BROWN, Toledo, Ohio.

President Department Higher Instruction, E. T. TAPPAN, Gambier, Ohio.

President Department Industrial Education, J. D. RUNKLE, Boston, Mass.

If there were nothing to us unattainable, even in this world, our lives here would be very unexciting and commonplace.

They who give without thought, generally receive without thanks.



## THE NEED OF CHARITY KINDERGARTENS.

In a single edition of one of our best daily papers, we read of murder and suicide, elopements and bankruptcy, starvation and sufferings of all kinds; and we not only find this in one day's edition, but every day throughout the year, and yet the American people are satisfied apparently to read this daily, and think their duty is done when their jails confine the criminals that are caught, their charities feed the boldest of the hungry, and their school-houses are reared to educate such as will not run away from school.

Back of all this is needed a broader and deeper philanthropy, one that seeks not only to confine the criminal classes of the worst sort for the general good, and to feed the hungry, as a sort of salve to one's conscience, but that shall seek the means to prevent criminal classes from existing and shall provide ways by which every man may become honest and earn his own bread. This country is broad; it has much untilled soil, and with the right kind of training no one need starve, though all may not become rich. It is time American parents and teachers should open their eyes and see what is in the future for our boys and girls. It is time we aroused ourselves and began to teach the young people the value of time, and the importance of industry, and the ability to use every God-given power. It is time we began to look to the Congress of the future and to train our boys, yes, and our girls to become future statesmen, of whom we may be proud. The home is a good place to train a child, but not every child has a home. The primary school is a good place, but until a child is six years old he must be kept out of school. What is to be done with the little waif between two and six years old? If he is turned loose upon the streets until he is six, he will not go to school much after that. Here comes in the kindergarten. Charity kindergartens have already been established in a few cities, and have done much good, but as yet their influence is limited. It is to be hoped that educators everywhere will become interested in this reform and help it along. Only let this influence reach down once into the lowest grades of society, and seeds will be sown that will bring forth good fruit. Moral virtues will be matured and vices will have less room for growth. This is a charity better than feeding the hungry, for it will evolve from a now helpless, degraded, and criminal class of society one that shall possess self-respect and the power to care for itself honestly and respectfully.

May those who are the educators of the people see this, and by word and deed encourage this cause, and may public and private charities open their coffers that the poor and the degraded may learn how to live.

There is little doubt that the uneducated class will at first be opposed to allowing their children to go to the free kindergartens, except those who do not care where their children go, if they are only out of their way. The class from which the most criminals spring have usually an independence and pride of their own. Indeed, they seem to exult in their very degradation, and for this reason it will be difficult at first, perhaps for many years, to reach them so that any perceptible influence will be exerted.

Another class, the working class, will be more easily reached. Mothers who must work away from home in order to live will be glad to have their children left in safe care, at least a part of the time of their absence, and, too, this class will not be slow to learn that "early learning makes early earning," and the habits of thought and "handiness" learned in the kindergartens will early bear fruit in the learning of trades.

We believe, too, that if once these free kindergartens can be thoroughly established, and their influence so widely extended that every class may be embraced, they will be a great aid in carrying out the compulsory school law. Indeed, so far as schools are concerned, we might consider the millennium as ushered in, for child-nature is, after all, human nature, and when once a taste for knowledge is acquired, the next steps are only matters of time.

Dr. Rigg, in his valedictory address to the graduating class of the Wesleyan Training College, Westminster, England, draws with great judgment and admirable clearness the line at which compulsory attendance at school should be drawn. He protests against the principle of English liberty, but also says that liberty is one thing while license is quite another, and proceeds to say that the principle and power of direct compulsion applied with the authority of the law, sustained by the moral sense, and only limited in its application by exceptional circumstances in special cases, has already, in eight years, doubled the attendance of English children at good public schools. The system which enforces the doctrine that school education must precede and prepare for paid labor, is heartily endorsed. In proportion as this principle is rooted in the parents' minds, will early and regular school going be ensured.

The experience in England will probably not vary greatly from our own, except that more stability is shown in all laws enacted there. Compulsory education is in reality a dead letter here. The only hopes we have for a continued prosperity in our present form of government is in the continued enlightenment of the people. The average American child is becoming too thoughtless, is having too much done for him, and doing too little himself. The kindergarten teaches children to think for themselves, and think in the right way, and may prove the hot-bed where all beautiful plants are started which shall blossom forth later in the public schools, and the general intelligence of the common people.

## REVIEWS.

*Livy.* Books XXI. and XXII. Hannibal's First Campaign in Italy. Edited with Introductions, Notes, Appendices, and Maps by the Rev. W. W. Capes, Fellow of Hertford College, and Reader in Ancient History, Oxford. London and New York: Macmillan & Co. Chicago: Jansen, McClurg & Co. 1878. Price \$1.50.

The volume opens with four introductions, treating respectively of The Early History of Carthage and the Antecedents of the Second Punic War; The Authorities for the History of the Second Punic War; The Language and Style of Livy; The Text and Orthography of Livy. Following the text are 158 pages of Notes, then Appendix I., On the Route of Hannibal; Appendix II., Excursus on the Roman Religion in Relation to the Prodigies in Livy XXI., 62, and XXII., 10; Appendix III., On the Character of C. Flaminius. The volume contains maps of Spain in the Time of Hannibal; Central Italy; Hannibal's Route.

The first Introduction is particularly interesting as a historical sketch. The second Introduction shows the scholarship of the author to be more than ordinary, as also the third and fourth. A brief study of the third Introduction will be of great value to every student of Livy before he enters upon the study of the text.

The Notes are designed to aid the advanced student—who studies Livy not simply for the sake of translation, but that he may get a better acquaintance with all Roman history and

literature. They abound in references to the works of other writers, and to the different parts of Livy's works.

The Appendices are also scholarly and interesting. Altogether the work is one to be prized by the Latin student.

*Meservey's Book-keeping.* Single and Double Entry. By Prof. A. B. Meservey, A. M., Ph. D., Principal of the New Hampton Literary Institution, New Hampton, N. H. Boston: Thompson, Brown, & Co. Chicago, Jan- sen, McClurg & Co. pp. 156.

The subject of Book-keeping is presented in this text-book in a simple and yet in a thorough manner. Its illustrations are abundant, perhaps too much so, and the number and variety of practice examples may be limited, but certainly a private student or a class cannot follow the course of instruction here outlined without becoming very familiar with the methods of keeping accounts in a small business.

The work is elementary and yet comprehensive. It furnishes all that it would be wise to learn previous to engaging in actual business, and presents each step so clearly that an ordinary student, without a teacher, could easily comprehend and understand it all.

### PURE AIR IN THE SCHOOL-ROOM.

By C. W. LEFFINGWELL, D. D.

#### FIRST ARTICLE.

**Z**EEMSSON, in his great work on the Practice of Medicine, says: "The contamination of the air we find very strikingly exemplified in school-rooms, in which undeveloped youth, with growing chests and lungs, spend daily as many as six hours, in a sitting posture. This air is breathed by children, some with catarrh of the air passages, and others with well-marked and far-advanced pulmonary consumption, not merely to their own disadvantage, but also to that of others. There is no condition which is more favorable to consumption than lack of fresh air and exercise." (*The Sanitarian*, April, 1877.)

A recent report of the inspection of the Primary Schools of New York City says: "The rooms are dark, ill-ventilated, crowded, exposed to drafts of cold air on one side and intolerable heat on the other; and are in close proximity to water-closets, which, by the negligence of Janitors, are kept in an abominably filthy condition." (*The Medical Record*, Jan. 4, 1879.)

I do not suppose that this fairly represents the condition of primary schools in all cities, but that in many our children are suffering from bad ventilation and over crowding there is no doubt. In the country, I fear it is not much better. School houses are generally constructed by school boards that know nothing of hygiene, and regard nothing but economy. These school boards are made up largely of men who live out-doors while the women and children die in-doors. They can sleep in a six-by-nine bed-room and eat in the smoke of the kitchen, so that they get their twelve hours of pure air in the fields or on the road; but their families are breathing slow poison all the time. It is bad enough for a family of six or eight to live in small rooms with low ceilings, while they are more or less engaged in household duties; but to crowd together a number of children equal to six or eight of such families, sitting still for several hours a day in a room not larger than a good sized parlor, with no provision for ventilation but a close stove, is simply outrageous.

In a locality where the schools are as good, at least, as the average in our western country, of six school houses examined at my request, only one had any provision for ventilation, and only two

had the minimum of cubic space that ought to be allowed (about 200 to each pupil) even in rooms that are properly ventilated. The house that had ventilating flues had 470 cubic feet for each person; another had 230. The remaining four had only 150 feet for each scholar. The sessions were about an hour and a half between intermissions.

Think of putting 33 children and a teacher in a room 24x20, with ten-foot ceiling, for an hour and a half, with no ventilation except through the cracks!

So much has been written about ventilation, of late years, that it seems almost an impertinence to be telling teachers of these things. Moreover, they do not have the building of school houses. Teachers do, however, have the forming of public opinion; and if they are determined and persistent about this matter, we may hope that the next generation will be allowed to breathe tolerably pure air instead of a mixture of carbonic gas and fetid exhalations.

The fact is that while teachers understand the hygiene of ventilation, they do not fully realize and proclaim the danger that is of daily and hourly occurrence, in home and school; they do not understand as they should, that the price of health, to those that live in doors, is eternal vigilance. I am convinced that as much care and watchfulness are required to keep the air of our rooms clean, as to keep the floors and furniture clean; and that health depends more upon the former than upon the latter. It is astonishing with what pertinacity the deadly exhalations of the lungs and skin insist upon lingering around us. They cling to our garments like mildew; they hide in every hole and corner; they burrow in our books and papers; they creep into the cracks of our floors; they veneer the furniture, encrust the walls and ceilings, and lurk in ambush on every side, waiting for a favorable opportunity to capture our lungs. We defend ourselves and our children by every expedient that science and experience suggest, and after all are forced, every day of our lives, to beat a retreat into the open air. It is there only, that we can escape them.

### THE DISCIPLINARY VALUE OF LATIN AND GREEK.\*

Prof. W. H. NORTON, Cornell College, Ia.

(Concluded from last week.)

The chief value of the classics is perhaps their value as a means of literary culture. Almost every one admits that in a course of study distinctively literary instead of scientific, the classics should occupy a large place. I say almost every one, for there are a few extremists who point us to Shakspeare, with his "small Latin and less Greek," and, on the other hand, to some eminent philologist who happens to be a wretched bungler at his mother tongue, and argue from the case of Shakspeare that the ancient languages are no help to the formation of a pure English style, and from the case of the eminent philologist that they are a positive hindrance. A queer argument this, that condemns as useless a course of study because without it a literary genius will still be a genius, and with it a literary dunce will still be a dunce!

All that we claim for Latin and Greek is that a bountiful study of their literatures, not a microscopic study of their grammars, cultivates a literary taste when that taste naturally exists, that it also gives a large vocabulary and a fluent and exact use of it.

Notice here the superiority of the Latin. In the modern languages, so far as they follow closely the order and idiom of the English, a student can get on passably well by a mechanical

\*Read before the Iowa State Teachers' Association, Dec. 27, 1878.



thumbing of his dictionary and a word-for-word translation. But now put him at work on a page of terse, nervous, idiomatic Latin, and he suddenly wakes to the fact that he must do something more than thumb a dictionary, if he would attain even intelligible English. He is compelled to translate thoughts, not words. He must draw upon his own independent resources.

Never more than now, in these days of newspaper-English, nowhere more than here, in a state which—to adopt the words of the witty Taine in regard to England—exports hogs and imports literature, is there greater need of careful study of the literary masterpieces of Greece. Elaborated in the delightful leisure of Athenian life, inspired by the genius of a people to whom art was a passion, pure, simple, majestic, they stand the eternal models of all nations and ages. Contemporary literature compared with that ancient literature is something like the ornamentation of a contemporary young lady, costly, beautiful, hardly artistic, compared with hers of whom Horace sang

Cui flavam religas comam,  
Simplex munditiis?

The "genial primacy" of the ancient languages is amply acknowledged in the history of English literature. If Shakspeare had "small Latin and less Greek," the literary activities of his epoch, without which he would not have been Shakspeare, were the result, as every student knows, of an unprecedented zeal in classical researches. It was a "far voice" from Athens that awakened "those melodious bursts that fill the spacious times of great Elizabeth with sounds that echo still." Shakspeare was followed by Milton who had more Latin and much Greek, and in consequence had a purer style than Shakspeare. How many of our best authors, essayists as Addison, orators as Pitt, historians as Macaulay, poets as Keats, have professedly moulded their styles after the ancient patterns? And the revival of Greek culture and art now in progress, the fact that so many of the literary men of this country and England are to-day looking to Greece for their subjects and are treating their art after the Hellenic norms, is proof positive that Athenian literature, like Athenian sculpture, remains yet unsurpassed. Surely this is no time to talk of shoving the Greek language out of the classical course through the same back-door by which Hebrew made its exit!

I am aware that all that has been said of the study of literature may be opposed by the flippant objection that it is all about words, words, words—has nothing to do with things. But really, these "words" seem quite as worthy and as lasting as the hardest things a geologist's hammer ever knocked against. The "jewels five words long that on the stretched forefinger of all Time sparkle forever" are as valuable as the biggest and brightest of Queen Victoria's crown diamonds. The constellations of thought ascendant and regnant over Attica twenty centuries ago are as worthy our study as those far points of light that the astronomer's telescope follows down the midnight sky. A few relics of that Greek art which wrought in matter, in things, have come down to us defaced statues age-stained and armless, a Parthenon with its pillars prostrated by Turkish bombs and its friezes despoiled by English robbers; but the masterpieces of that Greek art that wrought in words stand to-day on their lone Acropolis, untouched by time, radiant and perfect as of yore, the indestructible models, the immortal inspirations, of humanity.

But what of that other well-known objection to Latin and Greek, that after graduation we forget them and do not carry them with us into practical life? Well, we have flanked it, by

taking up the *disciplinary*, instead of the *intrinsic*, value of the classics. For considering classical study as the mountains over which lies our route into the broad California of a fruitful and opulent culture, it is no great objection to the mountains that we do not carry them with us through life to its Golden Gate. Rather is it to the praise of classical studies that they lie on the horizon behind us

"Like mountain ranges over-past in purple distance fair."

"But granting the disciplinary value of the classics, is not that of the sciences as great?" Not as the sciences are now taught. We admit with pleasure that when taught inductively they furnish a superb mental discipline far more rigorous than any furnished by the classics. When botany, for instance, is taught, not from text-books, but from actual roots, leaves, and flowers, when the pupil is made an independent investigator, and compelled to hew his own path to the great generalizations of the science, botany yields to no other study in disciplinary utility. But when the sciences are taught, not from nature, but from text-books, and from fourteen-weeks text-books at that, their disciplinary utility, as can be amply proven by the testimony of scientists themselves, is comparatively nothing. And in how many of our high schools and colleges even, is science taught in this text-book fashion! In how many high schools is chemistry taught without so much as a pipe-stem, and natural philosophy without so much as a pop-gun, by way of apparatus! How many pupils in this state who have studied physiology, have ever seen through the microscope so much as a blood-corpuscle? I remember listening some time since to an examination of a geology class in a high school building which is overlooked by the outcropping rocks of two geological formations and is founded upon a third. The class pronounced trippingly the "long-tailed names" in *-therium* and *-saurus*, and exhibited a commendable knowledge of the sequence of geological ages in general, but to what formations the rocks of their own town belonged the class knew not! There with the pages of God's great book outspread before them, pages embellished with colors of beauty and contours of grandeur, those young gentlemen and ladies had been trying to learn God's great science from the little, printed page of Dana's "Geological Story Briefly Told."

And the colleges are not much better off. Too frequently is the museum used only as a scientific show-case, and the apparatus only as Heller used his magician's box, to astonish instead of to instruct.

Yet I do not think the teachers are very much to blame for the present unscientific methods of teaching science. The real causes are the poverty of the colleges, the popular rant that compels city superintendents to try to coil the long and inflexible circle of all the sciences within the small box of a high school course, and the general preference for a smattering of everything rather than a thorough knowledge of a few things. But more than this, there is a growing suspicion that, after all, splendid as is the inductive method of learning science, it is a task Herculean, to be laid not upon school boys, but upon such intellectual giants as Linnaeus and Agassiz. In other words, while scientists insist that science is comparatively valueless as a mental discipline, unless taught inductively, teachers are becoming more and more convinced that it is well nigh impossible to teach science inductively to minds immature and of only average ability. But however experiment may decide that question, science as now taught, memoriter, piecemeal, from text-books, can set forth no claim as a mental discipline.

Whatever utility it may have must consist in the intrinsic value of its knowledge. And even here we must make a distinction between the value of scientific knowledge to the world in general and its value to the individual in particular. The fact that chemistry is doing immense practical good to the world, dyeing its fabrics, taking its photographs, assisting in its agriculture, does not prove, as so often assumed, that the study of chemistry will do any practical good to John, the individual who has no marked scientific aptitudes, and is hereafter to stand at a desk, work-bench, or anvil. The value of scientific investigations proves, not that everybody should study science, or that it should monopolize the college curriculum, but that like law and medicine, it should be lifted up to the dignity of a profession, with its own professional schools.

But classicists are very tolerant. After an indignant and interrupted retreat of a hundred years, we only ask to be let alone and are quite willing that science should have permanent possession of the large educational territories she has conquered. We do not resist scientific education. We resist a scientific monopoly of education. Only let not science become a horseleech's daughter crying, "Give, give," never satisfied, singing out, "It is enough." Yet just as common-sense people use a wide eclecticism in matters of diet, despite frantic Grahamites who would fain see the race graminivorous, so despite all extremists, scientific or classical, let us use a wide and wise eclecticism in matters of education.

#### SCHOOL GOVERNMENT.

Supt. J. W. SIMONDS, Milford, Mass.

THE power of the teacher to exercise a government or a control over the conduct of scholars rests upon the authority committed to the teacher by the statutes establishing and maintaining schools. With this delegated authority is intimately associated the authority exercised by the personal and moral influence of the teacher.

The two leading elements in school government are: the securing of quiet and regularity in all school work, and the exercising of a favorable influence upon the minds and habits of scholars. Good government in school implies that such a degree of pleasant quiet and respectful behavior prevails as will allow teachers and scholars to devote their undivided attention to the duties of the school. The second element requires that the government be educative in character, and tend to prepare the scholar to fulfill the duties of an American citizen, by enabling him to govern himself. Good order as defined is essential to a successful school. School government conducted in a manner *entirely* dependent upon the authority delegated to the teacher, would soon become arbitrary and repulsive. This authority however should be exerted whenever it may be necessary to secure obedience. The practice of what may be called the natural method in governing schools is advised. In this method the personal influence of the teacher is called into action in a prominent manner. This personal influence will be effective by presenting to the scholar a living illustration of a good example of self-government. This example becomes attractive and influential, when the teacher shows himself to be calm and not excitable in temperament; deliberate, not hasty in action; candid in words, not scolding; quiet in manner; conscientious and honest in principles and

practices, not scheming; firm for right, not influenced by expediency; impartial in treatment; decided in purpose and action, but not stubborn; patient, forgiving, interested in scholars and their work; hopeful and cheerful. Intimately connected with the personal influence of the teacher is his moral power. This power exercises its control by inculcating ideas and influencing action in regard to right and wrong. All persons have notions of right and wrong, and the power of self-control, in some degree. Duty or obligation is the chief principle in extending a moral influence. The principles of duty are taught by precepts, examples, habit, and by exercising the moral sense. An active moral influence will encourage the virtues peculiar to school life, viz: truthfulness, honesty, obedience, diligence, kindness, and tend to restrain and correct the vices of lying, deceit, obstinacy, laziness, ill-temper, and cruelty. The moral power of the teacher will constantly labor to encourage the scholar to control his own actions, by addressing his powers of love, hope, and fear. Punishments are inflicted in the enforcement of school government. Punishments about the head, by placing the scholar in an unnatural or painful position, punishments in their nature frightful or debasing, are improper. All punishments should be enforced as reformatory measures, in a calm manner, and with a kind spirit. Teachers can frequently avoid punishment by wise management.

#### THE "SPELLING REFORM."

R. H. CAROTHERS, A. M.

WHEN any one speaks of the "Spelling Reform" he is immediately met with such inquiries as these: What is meant by this "reform?" Where and how did it originate? What has it accomplished? These questions I propose to answer briefly in the following sketch.

In 1874, at the annual meeting of the American Philological Association, held at Hartford, Connecticut, the president, Prof. March, of Lafayette College, in his inaugural address, introduced the subject as follows: "When there is talk of improving language, the first thing that a man who uses the English language thinks of is the spelling. It is of no use to try to characterize with fitting epithets and adequate terms of obprobrium the monstrous spelling of the English language. If I knew all the words in Webster's Unabridged Dictionary, and all beside that Dr. Fitzedward Hall has found or made, they would hardly make a suitable impression in these days of exaggeration. Spelling is often thought of as child's work, and of little serious moment, but it is by no means so. The time lost by it is a large part of the whole school time of the mass of men, and with a large majority of those who are said to read, and who can read if you give them time, it is a fatal bar through life to that easy and intelligent reading which every voter, every human being, ought to have at command." At the annual meeting held at Newport, R. I., in 1875, the president, Prof. Trumbull, of Yale College, again brought the subject before the association. In his address he said: "There are indications of increased interest in this subject. The popular mind seems awake as never before to appreciation of the difficulties, eccentricities, and absurdities of the standard English cacography. The 'spelling matches' which last winter became epidemic had their influence by bringing more clearly to popular apprehension the anomalies of the current orthography, and disposed many to admit with Mr. A. J. Ellis, that to 'spell English is the most difficult of human attainments.' Among scholars there is little difference of opinion on the main question—Is reform of the present spelling desirable?" Subsequently at that meeting a committee, consisting of Profs. Whitney, Trumbull, March, Child, and Haldeman, was appointed to take the matter into consideration and report at the next meeting.

At this meeting, held in New York in 1876, the committee presented a report containing, in eight sections, a statement of fundamental principles in accordance with which reform should be attempted. Briefly summarized, these declare that while the sole office of alphabetic writing is to represent spoken speech, yet a representation of the nicest varieties of articulation is not needed, and room may be left for individual and local peculiarities; that in changing the mode of writing a language, regard must be had to what is possible as much as to what is desirable; that the first step is to break down



the prejudice which regards the established modes of spelling as having almost a sacred character and as being in themselves preferable to others; and that the Roman alphabet is too widely and firmly established to be displaced, and that in adapting it to improved use for English, efforts should be directed to a uniform use of it in conformity with the usage of other nations. This was a long step in the right direction. It gave a safe starting-point. That starting-point was the Roman alphabet, which contained originally but eighteen articulations, every one of which is in general use, not only in our alphabet, but also in that of other languages. The committee determined to make this the basis of their plan, and accordingly at the next meeting of the association, held at Baltimore in 1877, it made a report in which it was stated that there are eighteen Roman letters, representing in English nearly the same elementary sounds which they represented in Latin, and that four other consonant sounds have now special signs appropriated to them, and consequently the following twenty-two letters shall remain as now; a (as in far), b, c (= k), d, e, f, g (as in go), h, i (as in pit), l, m, n, o (as in so, go), p, r, s, t, u (as full, pull), v, w, y (as in yet), z. There are three short vowels unknown to the early Romans, and without proper representatives in English, for which we need new letters. These are the vowel sounds heard in *cat*, *not*, *but*, and for these new letters modifications of a, o, and u are proposed. We have five elementary consonants represented by digraphs, viz.: th (as in pith), th (=dh as in then, thine), sh, zh, (as in azure, fusion), ng (as in sing). For these and for the two sounds represented by ch (as in church), and g=j (as in gin, jet), new letters are wanted. Thus according to this scheme, the alphabet consists of thirty-two letters, ten of which are new to us, although the early English (Anglo-Saxon) had a character to represent the sound of a in that, and distinguished th (as in this) from th=dh (as in then), the latter being simply a crossed d. Were we now to use all these new characters at once it would make a great change in the look of many words and consequently the committee recommended the gradual introduction of new letters and spellings, such for example as the use of only those new letters which resemble the displaced ones in form, and the dropping of silent letters.

Dr. Trumbull, in 1875, in his address before mentioned, proposed that a list of words be made for which amended spellings might be adopted. Acting on this, and on the assurance that several influential papers would use a few amended spellings, the association at its recent meeting, held at Saratoga in July last, recommended for general adoption in writing and printing new spellings for the following words: *have, give, live, definite, infinite, are, guard, catalogue, though, through, wished*, these words being representatives of classes in which changes are desirable and easy to make. In their changed spelling these words appear in the following form: *hav, giv, liv, definit, infinit, ar, gard, catalog, tho, thru, wisht*. The chief change, it will be seen, consists in dropping silent letters, especially final mute e after a short vowel, as is illustrated in the first five of the above words. These are good examples of the proposed "reformed spelling." Are they really the frightful destruction—bringing havoc, making foes of English, which many suppose them to be? Are they not rather the dictations of common sense trying to tear itself loose from the unreasonable bonds imposed by expediency and sanctioned by custom?

Such has been the action of this learned body of men, the originators and promoters of this movement which promises so much for the bettering of our language. Out of their action grew the International Convention held at Philadelphia, August 14-17, 1876, and in that convention originated the Spelling Reform Association which has taken up and is now carrying on the work begun by the older society. The association held its first meeting at Baltimore in 1877, and adopted the alphabet and recommendations of the Philological Association. At the annual meeting in July last the number of words for which new spellings are recommended was limited to three of those above given, viz.: *have, live, give*, which exemplify but one principle—the omission of mute e after a short vowel. The reasons adduced for this were that more extensive changes would not receive such general adoption, that compositors and proof-readers could easily follow these few changes, and that, while they would puzzle no one, these changes would accustom readers to the beginnings of a reform, and would impress them with the idea that a reform is desirable.

—*Pennsylvania School Journal*.

—The professor, addressing with a triumphant air his audience at the end of the lecture, exclaimed: "It seems to me that a demonstration like that is worth something." "Let's git eout," said an economical backwoodsman to his son. "They air gwine to take up a collection."

## MY SCHOOL.

BY ELLEN O. PECK.

Through summer months my day's retreat  
Was to a house just off the street,  
Where children came with tripping feet.

An old and dingy, battered room  
Closed round me with its walls of gloom,  
Made bright by childhood's laughing bloom.

They brought the fragrance of the flowers,  
And the sweet freshness of the showers,  
And made my room like garden-bowers.

They won my love by winning ways,  
And brought the sunshine from their plays  
To gladden all the summer days.

The light from all their laughing eyes,  
Seeking the learning that we prize  
Made me more tender, true, and wise.

Those eyes! in love with them I grew,  
And which were loveliest scarce I knew,  
The sparkling black or sunny blue.

A mimic life with all its joys,  
Its smiles and tears, its bright alloys,  
Was mirrored by those girls and boys.

They had their loves and dreamed their dreams,  
And planned ambitious little schemes,  
And held disputes on weighty themes.

And true republicans were they;  
In lessons hard, and in their play  
Their rights they claimed from day to day.

With generous hearts when in repose,  
They asked redress from all their foes,  
And rarely took it out in blows.

But ever ready at the last  
All enmity aside to cast,  
And nobly to forgive the past;

And when the bell rang loud and clear,  
With faces bright and full of cheer,  
All in their places would appear.

And while I strove to guide them well,  
With patient love good truths to tell,  
Sweet lessons on my spirit fell.

They taught me of the good that lies  
So often hid from human eyes  
Beneath a careless, gay disguise.

They showed me many a pleasant sight  
Of virtues hidden in the night,  
Till brought by loving hands to light.

They gave me friendship purer far  
Than many older friendships are,  
With never any doubts to mar.

And evermore this song I sung,  
To mingle children thus among  
Shall keep my heart forever young.

Those who these youthful friendships slight,  
Shut from their lives a pleasant light,—  
Aye, miss a blessing pure and bright.

O happy group so full of fun,  
With lives and prospects just begun!  
God bless and keep you every one!

And should you live to see life's prime,  
May joy and love around you shine  
Such as your hearts have given mine.

## Educational Intelligence.

## EDITORS.

New England—Prof. J. Marshall Hawkes, Principal Jones School, Portsmouth, N. H.

Colorado—Hon. J. C. Shattuck, State Supt. Public Instruction, Denver.

Iowa—J. M. DeArmond, Principal Grammar School No. 5, Davenport.

Illinois—Prof. John W. Cook, Illinois Normal University, Normal.

Indiana—J. B. Roberts, Principal High School, Indianapolis.

Minnesota—O. V. Tousley, Supt. Public Schools, Minneapolis.

Wisconsin—Prof. S. S. Rockwood, State Normal School, Whitewater.

Ohio—R. W. Stevenson, Supt. Public Schools, Columbus.

Nebraska—Prof. C. B. Palmer, State University, Lincoln.

Michigan—Henry A. Ford, Kalamazoo.

CHICAGO, FEBRUARY 13, 1879.

## THE STATES.

INDIANA.—The schools at South Bend were never in a more healthful condition than now. The whole number enrolled has never before been so great. Of all the youth of school age in the city, numbering, according to the last enumeration, 3,138, 1,596, or 50.8 per cent, have thus far, this year, attended the public schools. To this 1,596 at least 300 should be added, who are in Catholic, Polish, or private schools; thus it will be seen that at least 60 per cent of school population are being educated. Supt. Alfred Kummer says further: "The average number belonging, while fluctuating a little from month to month, has also been steadily increasing, while the average daily absence has shown a corresponding decrease. This speaks well both for teachers and parents, and shows that the schools are more popular with the children, or, as expressed in a previous report, that the schools have more cohesive force. The record for tardiness has always been good; and is about the same thus far this year, as for the same months last year, and last year was an improvement over the preceding years. Truancy is almost unknown now in our schools, there having been only 27 cases this year in all the schools, to 49 for the same time last year."

PENNSYLVANIA.—From County Superintendent S. B. Fahnestock, Perry county, we have received a pamphlet report of the twenty-ninth annual session of the Teachers' Institute of that county, held in Bloomfield, Dec. 2—6, 1878. The report contains the papers and addresses in full which were presented at the institute, also a list of the teachers and school directors of the county.

The boys of rival Pittsburg and Allegheny schools had a regular pitched battle on the ice of the river the other day. There were 500 engaged altogether, who used both stones and pistols for an hour. The police then dispersed the contending hosts, though only two boys were arrested. The seriously injured included a boy who was shot through the hand, and some of the houses on the river bank were riddled with bullets.

ILLINOIS.—Several bills relating to public education are before the Legislature. Senator Hunt has one which was suggested by the State Teachers' Association, giving school boards organized under special act the same authority to levy school taxes as school authorities have under the general law. Mr. Barry, of Cook county, has a bill for establishing a uniformity of school text-books, changeable once in three years.

The teachers' institute held at Elmwood, which was referred to in this column last week, was one of the best of its kind, judging from the report which we find in the *Elmwood Messenger*. Prof. Dougherty's lecture on the "Value of Culture" was well attended and listened to with much interest. Prof. Crow, of Elmwood, urged the teaching of English etymology in all schools. Mrs. D. S. Wiley presented an instructive method of conducting primary reading exercises. The new theory of tides was explained by J. W. Kriger, of Farmington. Mr. Jamieson, from Ayr, Scotland, presented the Sol-fa method of notation in music. The metric system was presented by Miss Magee, of the Elmwood high school. Miss Somers read a lively essay on "Common People vs. Common Schools." A most instructive exercise was presented by Mr. Steele, showing the value of geography in teaching history. Miss Mary Allen West read one of her very practical and sensible papers on the essentials of a good school. Prof. S. H. White read an able defense of the normal school.

The following Illinois school statistics are taken from the forthcoming report of State Superintendent Etter: Total number of persons in the state under 21 years of age, 1,496,334; increase over 1877, 14,963; total number of pupils enrolled in the public schools of the state, 706,733; increase over 1877, 12,244; whole number of teachers, 22,302; number of graded schools, 810; high schools, 127; whole number of ungraded schools, 11,514; private schools, 582; whole number of pupils attending public and private schools, as reported, 748,139. The final statement shows that the total amount expended for school purposes during the year ending Sept. 30, 1878, was \$7,526,109.26, of which \$4,770,646.60 went to teachers. In 1878 the cost per pupil for tuition and incidentals, estimated on the school census, averaged \$5.92; estimated on the reported enrollment, it averaged \$7.49.

The school board at Oak Park is ahead. A fine compliment has been paid the teachers in the public schools by this board in the reengagement of every one of the corps for the next year. Notices to that effect were sent them last week. This is doing the proper thing. Let other school boards do the same—and do it early. It may be necessary for the principal to call the attention of the board to the propriety of such a step.

The spring term of the Northern Illinois College, at Fulton, will open April 10, though students are received at any time. Prof. Griffith, the president, is well known as an elocutionist and public reader, and a prominent feature of the instruction imparted by him is the special pains taken to train thoroughly in reading and oratory. The College has accommodations for about two hundred students. Both sexes are admitted.

A forensic contest was held at Wheaton College, Feb. 5, between the Beltonian Society of that institution and the Scientific Association of Naperville College. The program consisted of declamations, a debate, orations, and music. The majority of the honors were borne away by the Beltonians, though all who took part acquitted themselves creditably.

WISCONSIN.—The Normal School Regents, at their semi-annual meeting, at Madison last week, unanimously adopted the following resolutions:

WHEREAS, The committee who were appointed to investigate the charges made by Pres. Phelps against Profs. Rockwood and Salisbury of the Whitewater school, have made their report, now, after a thorough examination of said report and the testimony taken by said committee.

Resolved, That the charges are not sustained, and that the said professors are fully exonerated therefrom.

Resolved, That the answers of said professors to said charges, together with the written statements of the three higher classes of said school and all other papers relating to said matter, be placed on file, subject to public inspection.

Mr. J. W. Chapin, teacher in Patterson district, River Falls, has been doing some good work in map drawing.

A recent teachers' meeting at Brighton proved a great success. The room was packed full, some being obliged to stand. This speaks well for the common schools in that region.

MISSOURI.—Prin. J. R. Kirk, of Bethany, one of the leading teachers of that part of the state, is asked—unanimously—by the teachers of Harrison county to become a candidate for the office of County Superintendent. Prof. Kirk's experience as a teacher and institute conductor would enable him to do most excellent work as County Superintendent.

MICHIGAN.—The total amount of appropriations by the state for the University in all its departments and for aid purposes since its first organization, as reported to the Legislature by Representative Phelps, chairman of the committee on the University, is \$1,521,127.83. Of this amount only \$469,046.60, has actually been appropriated, as the balance was paid out of funds derived by the sale of lands donated by the United States.

Prof. Pattengill, of Ann Arbor, has accepted the chair of Greek in Wisconsin University, but will not leave Ann Arbor before the close of the present academic year.

We learn from a correspondent that the veteran book-agent, A. W. Price, died in Detroit, last week. For thirty years "Father Price" had done active work among the schools and teachers of Michigan, and his face was familiar to every one who had during those years any degree of influence in the introduction of new text-books into the schools.

OHIO.—The next meeting of the Ohio Teachers' Association will be held in Cleveland, July 1, 2, 3. A grand and very cheap excursion to Niagara Falls will be provided for.

At Columbus, Jan. 28, the bill offered by Mr. Dalzell to make the Bible a text-book in the common schools, was discussed. The debate was opened by a long and earnest argument in favor of the bill, but the whole thing seemed ultimately to be turned to ridicule and was finally lost by 21 yeas to 64 nays.



IOWA.—The Des Moines *Register* is responsible for the following scraps of history concerning "Early Iowa Schools:"

"Some years since, when Iowa was younger than it is now, and there were a good many less non-resident land owners than at present, it became necessary to provide school privileges in many districts where there were but few scholars. Cass county was troubled this way. In one district there was one scholar and no school house. The director had a house erected, and a sister of the young idea that needed to be taught how to shoot was employed as the teacher. The school house stood just across the road from her residence, and so, the school woodpile being convenient, she used that fuel in heating her own house and taught the school there instead of in the temple of knowledge across the way. The district was satisfied, for the only tax-payers were the pupil's father and uncle, and non-residents were not on hand to grumble. The boy was satisfied for he got his "schooling" without going out of doors, and the teacher was satisfied, for she received her pay. In another county there were two school houses to be erected in adjoining districts. A carpenter that lived in district No. 1 took the contract for the buildings and completed them. He then applied for the position of teacher and was employed. He made a similar application in the other district and was also employed to teach the school there. When the time came to commence he discovered that there were no scholars in district No. 2, and only one, his own son, in district No. 1. Accordingly the teacher moved into the first school house and resided during the winter, and daily took his son to the other school house and there taught him, and in the spring drew pay for teaching both schools. In a district in another county there was no school house and only one family resided. The children consisted of a boy and girl, and their father was director. He hired one room in his house for a school-room, his wife, the mother of the children, taught the school, and he furnished the wood for the school house, charging it up to the district. This was a realization of Greeley's theory, to 'live within your own resources.'"

The name given to the Des Moines river, just 200 years ago this winter, by Father Hennepin, was Otentee. Subsequently it was called by the Indian name Moingona, which signifies "at the road."—*Register*.

The total number of children in the state is 575,474, of whom 294,714 are boys, and 280,760 girls; total enrollment, 428,362; total average attendance, 256,913; and average cost of tuition per pupil, \$1.60. The total value of school houses in the state is \$9,161,701. The total expenditures of the school house fund were \$1,491,413.13; of the contingent fund, \$1,475,750.22; of the teachers' fund, \$4,622,640.96. The total number of teachers is 17,835, of whom 6,194 are males and 11,641 females.

Fred H. Little, of Muscatine, has been chosen valedictorian of the Medical class of 1879 at the University. Commencement exercises will take place in March.

Prin. Gilchrist, of the Normal School, has a very fine lecture on "The Sun," which he has delivered to delighted audiences in different parts of the state.

MINNESOTA.—Owing to the reappearance of diphtheria in a violent form at Cannon City the schools were closed for the Winter on the 15th ult.

Supt. R. W. Richards, of Faribault county, has a blank form of teachers' term report, which he says works well. It particularly assists a new teacher in the organization of his school. The form received by us is designed for ungraded schools, but it would do as well for a graded school, if arranged differently.

COLORADO.—Miss Ella Virgin, after long and faithful service as teacher in the Boulder schools, has resigned, and Miss Delia A. Fuller has been selected by the Board to take her place. Miss Fuller has taught with fine success in the county, and comes highly recommended from Ithaca, N. Y., where she was Principal of the grammar schools of that city.

TEXAS.—A State Teachers Association was organized at Austin Jan. 29, 1879. Dr. W. C. Crone was elected president. The following spirited resolutions were unanimously adopted by the Association:

Your committee on State and County School Affairs and General School Supervision beg leave to report:

That a thorough, economic, and responsible system of supervision of public schools is the first necessity of education in Texas.

1. Because any labor for wages is one-third more effective by proper superintendence.

2. Because teachers working for stipulated wages are as liable to be remiss as any other class of employees.

3. Because neglect of duty in this is more fatal than in almost any other vocation.

4. Because skillful guidance is nowhere else needed as by those engaged in this occupation.

5. Your committee hardly dare to express their views of the importance of this subject.

We feel that one half the sum now expended would be worth more with proper supervision than the whole is under the present law.

We believe that if the right man could be secured for his position, his ser-

vices for five years would be worth more to the state than the preset annual appropriation of the public schools.

6. While we regard the services of the State Superintendent so important, we deem him a nullity unless aided by city, county, or district superintendents.

7. Your committee are of the opinion that these officers should be selected in such a manner that politics may have the least possible weight in their appointment.

8. That all states and nations that have conducted successfully free schools have found such supervision indispensable. Respectfully submitted,

R. W. PETMAN, Chairman.

J. M. HUBBARD,

H. H. SMITH.

AUSTIN, Texas, Jan. 29, 1879.

NEW ENGLAND.—The income of the Massachusetts school fund is about \$140,000, half of which is distributed to towns below a certain valuation and half devoted to the normal schools and sundry expenditures under the board. This moiety, however, has not been sufficient for the purposes of the board and the Legislature has been obliged to appropriate annually a considerable sum out of current revenue. The board would do well to advise the closing of one of the normal schools, say the last one opened, especially as it was established without the recommendation and contrary to the advice of the board. The normal art school has got entrapped into a lease of its quarters at an enormous rent. There is a good chance to appoint a reformer on the board of education, but we suspect that Gov. Talbot finds the material at hand rather unpromising.—*Springfield Republican*.

Prof. Thompson, of the Hartford theological seminary, is seriously ill.

During the normal-school vacation at Westfield, Principal Scott and Prof. True did educational missionary work in the small towns near Westfield, the former talking on anatomy, and the latter on teaching grammar.

Principal Cushing of the grammar school, at Warren, while coasting, was thrown from a "double-ripper" against a stone post, badly fracturing his right knee-pan.

D. S. Ellis, school-teacher at Cooleyville (New Salem) took an ax in hand to help one of his friends chop, and cut a big gash in his instep. Dr. Wright being out of town, Ellis pluckily sewed it up himself. The school has a week's vacation in consequence.

#### NOTES ON CHICAGO SCHOOLS.

The advance sheets of the annual report for the school year 1877-78 of the President of the Board of Education shows the following facts, taken from the report of the Hon. W. K. Sullivan, ex-President:

"The total valuation of school property is \$4,083,597.48; receipts, \$663,714.47; expenditures, \$626,499.55. This shows a total increase in expenditures of \$22,526.55 over the preceding year, and the amount of delinquent rents due the school fund July 31, 1878, was \$127,398.56. The cost of tuition per pupil, based on the average daily membership in the schools for the year 1876-77, was \$11.40; for the year 1877-78, it was \$11.80. The entire cost per pupil on the same basis for 1876-77 was \$13.97; for the year 1877-78 it was \$13.95. The school population of Chicago, that is, the number of persons between the ages of 6 and 21, is now in round numbers 123,000, against 110,000 in 1876, showing an increase of nearly 13,000 in two years. Between the ages of 6 and 16 years, the ordinary school years, there were in 1876, in round numbers, 78,000; this year there are about 9,000 more. The entire enrollment for 1878 was 55,109, the average daily attendance being 39,187. During the year there were 23,197 promotions from grade to grade in the primary classes, and 6,929 in grammar classes. The salaries paid teachers for the year were \$615,34. The number of teachers employed, 805; 39 males, 766 females. Of the 72 buildings used for school purposes, 53 are owned by the city, and 19 are rented. Of the buildings owned, 14 are frame, 38 are brick, and 1 is stone. Of buildings rented, 12 are brick, and 7 are frame. The number of sittings for study in buildings owned by the city is 37,489; in buildings rented by the board, 4,800; total, 42,229. The rented buildings, being, as a rule, badly ventilated, dimly lighted, inimical to health, and generally unfit for school purposes, should be superseded as soon as possible by buildings owned by the city. Since the fire there has been an increase in school accommodations (seats) of 10,274. The increase in attendance since the fire has been 17,030, to accommodate which seven new buildings, containing 5,544 seats, have been erected. For the year, \$142,000 was appropriated for new sites and buildings."

An interesting meeting was held at Hershey Hall, Feb. 4, of those ladies interested in the kindergarten work in Chicago. Mrs. A. H. Putnam, who conducted a kindergarten training school at Hershey Hall, acted as presiding officer. A number of letters were read from prominent kindergartners throughout the country, including a long and very interesting one from Miss E. P. Peabody, of Cambridge, Mass., describing the character of charity kindergartens, and the results obtained by them in that city. Mrs. Putnam stated that efforts are now being made to establish kindergartens on the North and South sides of this city.

## OFFICIAL DEPARTMENT.

## ILLINOIS.

HON. JAMES P. SLADE, SUPT. PUBLIC INSTRUCTION.

To the question, "Are school boards authorized to make such regulations as will allow teachers and principals to require written excuses from the parents of pupils when the pupils are absent from school?" and to others of similar import, the following answer is given:

In the 48th section of the school law are these words: "They (the directors) shall adopt and enforce all necessary rules and regulations for the management and government of the schools."

These necessary rules and regulations certainly include those that tend to secure prompt and regular attendance and to prevent truancy, tardiness, and absenteeism, and I can think of no more reasonable regulations for securing regularity and punctuality of attendance than that of requiring pupils to show, by means of a written excuse from parent or guardian, that they are not absent from school without good cause; I fully concur in the opinion given on this subject by Dr. Bateman when he was Superintendent. He says: "The right and duty of directors to make and enforce such regulations as will secure regularity and punctuality of attendance (those prime requisites of a good school), have been affirmed by several of our circuit courts, and by the supreme courts of many states, notably and recently by that of Iowa. The principle is inherently sound, being essential to the accomplishment of the very purpose for which public schools exist; and it may also be considered as now well settled and determined by the highest judicial authority. All that is required of directors in the premises is prudence and good sense in their rules, coupled with a proper regard for the rights and feelings of parents. No rule or requirement upon the subject should be so framed as to involve any needless and odious inquiry into the domestic affairs of families. Nothing of the kind is necessary to the accomplishment of the purpose aimed at."

In an opinion of the supreme court of this state upon the right of directors to prescribe a course of study, filed Jan. 21, 1878, the following statements are made: "It is an indispensable element to the validity of all by-laws (and such is, in effect, the rules and regulations here authorized) that they be reasonable; and whenever they appear not to be so, the courts must, as a matter of law, declare them void. To render them reasonable, they should tend, in some degree, to the accomplishment of the objects for which the corporation was created and its powers conferred. It is unquestionably reasonable that pupils shall be classified with respect to the several branches of study pursued, and with respect to proficiency or degree of advancement in the same branch; that there shall be prompt attendance, diligence in study, and proper deportment. All regulations or rules to these ends are for the benefit of all, and presumptively promotive in the interests of all."

Clearly, then, the directors not only may prescribe and enforce such regulations, but they must do so, whenever, in their judgment, the best interests of the schools will be subserved thereby. This power is given them by this 48th section, and I believe the courts will sustain them in enforcing any rule that is reasonable and plainly for the good of the schools.

SPRINGFIELD, Feb. 3, 1879.

## LITERARY AND MISCELLANEOUS ITEMS.

—Among the articles in the *Saturday Magazine* for February 1st, that which will attract most attention is a ghost story of the circumstantial and authenticated sort, with some original letters of Charles Dickens, now first printed, showing that he, Layard, Bulwer, and others, thought the account very remarkable. There is also the usual range of bright and readable selections. To such as desire to see the *Saturday Magazine*, the publishers offer this and the next three numbers as a *Trial Subscription*, at 25 cents the four. 11 Bromfield street, Boston.

—Richard Henry Dana, the poet and essayist, died Feb. 2, at his home in Boston. He was the father of Richard Henry Dana, Jr., the distinguished lawyer, and grandfather of Richard Henry Dana 3d, also known in literary and scholastic circles.

—The death of the oldest of the Scribner Brothers will cause no change in the business. Mr. Charles Scribner, the second son, will now stand at the head of the business.

—M. Jules Ferry has received the appointment of Minister of Public Instruction and Fine Arts, in France, under the new organization of the French Cabinet.

—The Colorado Legislature has unanimously passed, and Gov. Pitkin has signed, a memorial to Congress, protesting against the change in the system of land surveys proposed by the National Academy of Sciences. The memorial sets forth the peculiar hardship which the change would work to miners especially and people generally, and concludes with a summary of the difficulties which would attend the transaction of business at Washington instead of at the local survey offices, all of which would be abolished by the proposed new system. The expense and delay thus occasioned would not, in the opinion of the memorialists, be compensated by any favorable results whatever. It is also feared that the new system will interfere with existing surveys.

—To students of English poetry the series of books called *Annotated Poems of English Authors*, edited by Rev. E. T. Stevens, M. A., Oxford, and Rev. David Morris, B. A., London, and published by J. B. Lippincott & Co., of Philadelphia, is one of far more value than the small price per volume for which they may be obtained (twenty and twenty-five cents). The series is adapted to use in schools as well as in the private study. The publishers have done a grand service for education in placing these cheap volumes before the public. An acquaintance with the standard English poets has become one of the essentials of a good education, and now that the publication of this select series has been entered upon, even the scantest purse may supply what has before been available only to the few. Four volumes are now ready with copious notes, grammatical hints, a short sketch of the author's life, etc. They are Gray's *Elegy in a Country Churchyard*, Goldsmith's *Deserted Village*, Goldsmith's *Traveller*, and Scott's *Lady of the Lake*—Canto I.

—One of those little pamphlets which every school teacher should possess, and often read, is Rev. F. D. Huntington's essay on *Unconscious Tuition*, recently republished by Davis, Bardeen & Co., Syracuse, N. Y. We do not know the price at which it sells, but probably about twenty or twenty-five cents. It is worth whatever it may cost. The essay was first read before several teachers' associations in New England twenty years ago or more, and has been a "school-room classic" ever since.

—*Nellis' Floral Instructor*, an elegant illustrated quarterly, published by A. C. Nellis, Canajoharie, N. Y., is just at hand. It is devoted to gardening in all its branches, and contains a complete list of seeds, plants, and bulbs at greatly reduced prices, besides much other useful information. The subscription price is only ten cents a year. The publisher offers to send a sample copy and packet of choice flower seeds as a trial to any one who will send him a three-cent stamp.

—Within the past fifteen years 170 co-educational collegiate institutions have sprung into existence in this country, and outnumber by more than thirty all the colleges for either sex separately. In New York there are five, in Pennsylvania nine, in Indiana twelve, in Illinois eighteen, in Ohio twenty-two. New England has six universities and colleges which are co-educational, and Harvard instructs both sexes in the summer, and Yale, in the department of fine arts, is co-educational all the year round.

—Of the 667 students of the Boston University during the last year, 172 were women; of the new trustees chosen, two are women.

## EDUCATION AND THE STATE.\*

IT is said, the state may not tax its citizens for expenditures whose returns reach to a small portion of the population. This assertion is wrong in every bearing of it. It underrates the breadth of the advantages that accrue from higher education, and it equally underrates the rights of the state in its own up-building. Is there any more inequality of returns to the people in a university than in a light-house? in a college than in a common school, to a man without children, or to one who chooses to send his children elsewhere? Has the state no right to tax its rich citizens for the commonwealth, and has it no right to marshal its poor citizens into its armies, and bid them lay down their lives for that same commonwealth? No such narrow calculation of personal gains will guide us correctly in dealing with a great public interest. The state may do what the state needs to have done, and it may put its hand on all the means and the men required for the accomplishment of its purpose.

We come, then, fairly to the second portion of our inquiry. Is education a duty which it is necessary for the state to take up? If it is not such a duty, it is not for one or other of two reasons. Either the importance of education is not sufficient to commend it to the state, or it is a work that may be adequately done by private citizens. I need not lose time on the first point. My text is too deeply imbedded in our convictions. Wisdom is the principal



thing. Observe, also, the ways in which national wealth and national energy run to waste when this form of activity is denied them; the forts and the prisons, the navies and the armies, the wars and the tyrannies, the intrigues and jobbery which come in to drink up the national life, turned from its true channels. The nation, like the individual, must have a higher life, if the brutal one of violence and bloodshed is to be kept down; if the narrow, astute and unscrupulous impulses of commerce are to be enlarged; if the craft and cunning of men, emulous only of power, are to find correction. Indeed, the only consideration at issue among patriots is the second one. Can and will the citizens do this work of education sufficiently well?

Here arises another division of sentiment. Quite a portion of our citizens would remand all education to private effort, would commit it more especially to religious bodies, to be guided and fostered by them. A second class would sustain the primary school as a public institution, and leave higher instruction to private munificence, to the guidance and support of the churches. We shall consider the second opinion only; not because it is the most consistent one, but because it is the most influential one, and has somewhat the force of a tradition with us. If, moreover, we show higher education to be a duty of the state, that position will carry with it primary training.

Higher education as developed by the churches is unsystematic, partial, feeble, divided. It is unsystematic. The churches are not in agreement as to the extent or methods of this work, and there is not even the appearance of consultation between them on any of these questions. Each religious body pursues its own purposes in its own way, and thus there is neither completeness nor harmony, so far as the efforts of others, or the wants of the community, are concerned. Such instruction is partial. It is too much to hope that every church will thoroughly care even for its own. Some churches have an inadequate notion of what a sufficient provision implies. But if the children of its own membership could be safely entrusted to each church, there remains a large number of citizens who are not attached to any faith, and to whom sectarian institutions are distasteful. These citizens are not provided for, nor are they in any condition to provide for themselves. Higher education, as controlled by churches, is feeble, often very feeble. The best of these institutions in the West not only admit this fact, they daily urge it as a reason for aid. There are very few among us who can make the large gifts necessary for the endowment of a college. The result is, that sectarian institutions in the West are inadequately supported, and are compelled to drag on in poverty, and beg funds in the East to be expended in communities too rich to need the gift, and too proud properly to acknowledge it. Sectarian colleges, feeble as they are, are unreasonably multiplied, and made, by very numbers, aggressive on each other.

To this general objection of divided effort in the voluntary method, multiplying semi-hostile institutions is incident the equally grave objection, that the unity of an educational system being lost, the fragment which falls to the state in common school is left utterly unsupported. One of two results is alone possible. Either the common schools will increase in strength, conquer for themselves the grammar schools, the high school, the normal school, and so open a way up the university, the last link of the chain; or, losing hold of the public mind, they will sink into insignificance. A system of education is a living thing, and will win the field that belongs to it, or wither away. In the Eastern States this tendency of strength has been very discernible. The public schools have vanquished the academies, and taken possession of intermediate instruction. In some of the older states, universities, I doubt not, would have been organized, had not the field been adequately occupied by quasi public institutions, like Harvard and Yale. On the other hand, the difficulty with which common schools, left to themselves, confront a tendency on the part of the influential classes to private instruction, is seen in the Southern States. The public school is not a power in those states, because it is so limited in its uses, and does not command the sympathy of the upper classes. If education in higher branches is wholly private, if the line of division is complete here, the attendant spirit of disintegration will work its way downward, set apart the common schools to a labor disparaged in public sentiment, and dishearten them and burden them in every effort and every argument by their inferiority. No system of education defensible in each member, and strong with a common strength is likely to be constructed out of the jarring elements of public and private schools. The one or the other must conquer, and be made the organizing power while the defeated element will become an incumbrance. \* \* \*

It is not, therefore, the true policy of the West, with its abundant yet scattered resources, to rely for education on an ambling, halting voluntarism, but to lay hold of its own wealth by taxation, and to build for its motley popula-

tion common and sufficient institutions, in which the young life of the state can be at once and vigorously shaped, and so a new era ushered in. It is the duty of the West to rear her institutions, not with narrow jealousy between sect and sect, section and section, but on her own broad foundations, with large hearted emulation, and so to become a stately column of strength in the social development of the new world. For these Western States to divest themselves of their grand prerogatives, and beg at the hands of their own citizens or elsewhere what they only can adequately do for themselves, is to cripple and dishonor the public life.

Education has also somewhat changed its character in the progress of years. Instruction in the physical sciences has taken new forms, and assumed new importance. But this instruction demands expensive appliances, and hence large endowments. The feebler institutions of the West, previously unable to compete with the prestige of Eastern colleges, can do it under these new conditions with still greater difficulty. To leave our youth dependent on poorly endowed colleges, is to consign the most ambitious of them to the East for education, to still further depress our home training, and to affix to it a permanent stigma of inferiority. There is but one institution in the West, Michigan University, that really competes in public patronage with the older eastern colleges. Michigan has shown us the only way in which a truly commanding university can be built up among us.

We have been speaking simply of two methods of education, and of their respective value. Nothing, therefore, that we have said is to be construed into disparagement of particular institutions. The weakest sectarian colleges have some value, and the best great value. Instruction of a high order and of the best spirit is often given in them. We only regret that in so many instances it is poorly supported by surrounding conditions, and does not rest on a foundation from which it can reach the entire community.

A college can hardly justify its permanent existence that has not one hundred and fifty students. The necessary initial outlays, and the time of a full corps of professors, are not paid for in public advantage by such a college, while its students, if well taught, lose the incalculable gains of large associations, and the sense of surrounding power. No man can be educated by feeble contact, any more than he can be guided by a glow-worm.

Yet the colleges of the United States average only seventy-four students, a mark far below the minimum of admissibility. Herein is a sad squandering of labor and reduction of educational values. Concentration, accumulation, vigor are our first demand. We have frittered away our time, our resources, and our national life, by the petty and divided efforts of sects and localities. \* \* \*

With all cordiality, then, toward all good instruction everywhere, we still feel that a public system commends itself to these Western States by the immediateness, sufficiency, and economy of its action; by the harmony under it, and consequent strength, of all departments of education; by the unity of the national life which it express and nourishes; by the increased breadth of popular thought which it promotes; by the enlarged and patriotic impulses which it calls forth, crowding back narrow incentives, and assigning the nation to its true position; and by the wise, patient spirit with which it overcomes administrative difficulties, and unites all interests in one large and liberal work.

\*From the Baccalaureate Sermon delivered by President John Bascom, Wisconsin University, June 17, 1877.

#### SPECIAL CORRESPONDENCE.

##### LETTER FROM CALIFORNIA—BIG STORIES ABOUT BIG TREES.

ALL readers of the WEEKLY have heard of the big trees of California. Many eastern persons think these trees are found only in Calaveras and Mariposa counties of this state, as the trees in those counties were the first described. To correct a wrong impression, and to add some further information concerning these giants of the forest, I will state that there are few natural phenomena in California that cause the average Missouri farmer to wall his eyes more, and to assume a greater expression of bewilderment than the Redwood forests. And the amateur can find more pleasure, the invalid will have his broken-down constitution better restored by hunts and rambles in the woods and petrefied forests, gazing at the magnificent geysers, and quaffing at the delightful springs, traversed by or adjacent to this road, and at one-fourth the expense, than by a trip from San Francisco to Calaveras county; and he can obtain board and other accommodations for one-half the price paid there.

This road passes through probably as fine a collection of trees as adorns the

globe. In many places they are found as thick as they can conveniently stand, averaging perhaps fifty feet in circumference, growing to a great height, with scarcely a perceptible diminution in size, often two hundred and fifty feet without branches, attaining a total height of from three hundred and fifty to four hundred feet! A single tree has been known to yield something over 100,000 feet of lumber and some twenty-five cords of wood! That would be enough lumber to enclose one section of land—make four miles of fence—build a good-sized two-story house, a barn and all necessary out-buildings, and supply an ordinary family with fuel for two years! It would take one hundred and fifty-two horse teams (on good roads) to draw the lumber and wood of such a tree; and it would take ten more teams to convey the bark! There are usually from ten to fifteen cords of wood in the stump of one of these trees. On the Russian river is a hamlet dubbed "Stumptown," (Greenville.) The trees in the immediate vicinity have all been cut and made into lumber, so that wood in "Stumptown" is becoming scarce. The people are now utilizing the stumps. A friend told me that he had obtained wood from a single stump, and by no means the largest, with which to do all their cooking for more than a year! At the above celebrated picnic resort, may be seen huts erected on stumps, flower gardens made upon stumps, and houses dug out in the stumps. In the camp-meeting ground near this village stands a hollow tree over three hundred feet in height that contains three commodious chambers one above the other. The lower one is used for prayer-meeting exercises, and is 13 feet across; the upper ones form sleeping apartments. The committee on camp-meeting exercises propose by the time of their next meeting to have circular steps erected to the top of a tree about 325 feet high, and charge an admission fee of twenty cents for the privilege of ascending. A noted geologist busied himself for several days, about fifteen months ago, in cutting from stumps pieces of wood which, in all truth, he believed grew when the Savior was on earth, when Columbus discovered America, etc. There doubtless stand trees in this group that were sprouted before Rome was founded, and for aught I know, even Adam amused himself by throwing stones at squirrels and birds in the tops of some of these trees when they were saplings.

Redwood is decidedly the wood of commerce on the Pacific coast. It is made into everything from a toothpick to a steamship. The wood is of a dull color resembling red cedar. There are no limbs on the trees for more than a hundred feet, and then the limbs are only sap limbs. When dry, the wood is of light weight. It seems that it will last forever. Picket fences, pickets driven in the ground—made fifty years ago, are in tolerable condition yet, while a fence made but twenty-five years ago is not half worn or at all "seedy." There are some gate-posts at the *Mission Dolorous* that are said to have stood in place one hundred and sixteen years.

Though there are small tracts entirely cleared, where once stood 700 to 800 thousand feet of lumber to the acre—when worked up—yet the time must be far distant when the Redwood forests will be exhausted. The great Redwood timber belt of California extends from Humboldt county through Mendocino and thirty-five miles into Sonoma county along the ocean, a distance of two hundred miles. There are abundant facilities for marketing the lumber, the ocean, rivers, roads, and railroads. It is estimated that in this region alone there is fully 1,341,000,000,000 feet of timber. It is known that the mills in these counties have a capacity for sawing about 120,000,000 feet annually; so it would take the present mills 11,175 years to saw the Redwood, trees that are now standing. An average tree when made into lumber is worth from \$800 to \$1,500.

There are remains in the forests that indicate there have been Redwood trees from 10 to 50 feet in diameter. Not unfrequently men and wagons are crushed with a single splinter from one of these trees. Only a mile and a half from the writer's private shanty there stands a stump that nine horsemen have often rode into mounted, and all at the same time!

The story is told of a man that undertook to chop down one of the largest trees. After working faithfully for some three months, he walked around to the other side to see how much longer it would take him. When he got around what was his surprise to find that another person had been chopping on that side of the same tree for over six months, and they had never heard each other's axes.

It was in the papers last winter that some stock dealers were taking a large "band" of cattle from Southern California to Oregon. When they came to the Frazier river the high water had washed away the bridge. In looking up and down in search of a place to cross by ford, they found a Redwood tree extending across the river through which they drove their herd and rode through themselves. Upon landing at the opposite side they missed some

two hundred head of their drove. They were two days and nights riding around in the limbs in finding the lost of their flock. The river at this place was only a quarter of a mile wide.

JAMES FAULKNER.

SAN FRANCISCO, CAL., Jan. 4, 1879.

### HOME CONVERSATION.

Children hunger perpetually for new ideas. They will learn with pleasure from the lips of their parents what they deem it drudgery to study in books; and even if they have the misfortune to be deprived of many educational advantages, they will grow up intelligent if they enjoy in childhood the privilege of listening daily to the conversation of intelligent people. We sometimes see parents, who are the life of every company which they enter, dull, silent, and uninteresting at home among their own children. If they have not mental activity and mental stores sufficiently for both, let them first use what they have for their own household. A silent house is a dull place for young people, a place from which they will escape if they can. How much useful information, on the other hand, is often given in pleasant family conversation, and what unconscious, but excellent mental trainings in lively social argument. Cultivate, to the utmost, all the graces of home conversation.—*Good Health.*

**SELF-CONTROL.**—Before we can manage and control others, we must first be able to manage and control ourselves. We cannot teach others the way unless we ourselves know the path and the difficulties by actual experience. A writer has well said we can learn of those who have proved by their lives that they are worthy to teach. Only those who are made of stancher material than ordinary mortals should presume to advise or dare to control. To teach, to guide, is a holy task, demanding an exemplary life. Whoever with unclean hands, or with an unclean soul, dares to enter upon the stern and rigid duties of the teacher, defiles what is pure, and corrupts what is chaste, by his mere presence. Unless our present life is a reaching out for what is best and highest, we should not attempt to shape the course of others in their endeavors to do right.—*Boston Pilot.*

### NEW BOOKS FOR TEACHERS.

[Compiled from the Publishers' Weekly.]

[Publishers may secure an announcement of their new publications in this weekly list by sending copies to the editor. It is desirable that a full description of the book, including price, should accompany it. More extended notices will be made of such as possess merit, or are of interest to teachers. Any book named in this list may be obtained by forwarding the price to the publishers of THE EDUCATIONAL WEEKLY.]

ANDREWS, E. B. An elementary geology designed especially for the interior states. 283 p., 432 il. 12mo, cl. (Eclectic educ. ser.) Cinc. and N. Y.: Van Antwerp, Bragg & Co. \$1.00

The distinctive feature of the work is its limitations, being designed especially for students and readers of the interior states, its chief reference being to home geology. The order of rocks is fully given, and the more important facts in the economical geology, in view of the vast areas of coal-fields, iron, copper, lead, and zinc mines.

BENNETT, C. W. National education: Italy, France, Germany, England, and Wales, popularly considered. [Originally published in the *Northern Christian Advocate*.] 28 p. 8vo, pap. Syracuse, N. Y.: J. W. Durston. 20

HUNTINGTON, F. D. Unconscious teaching. 53 p. 16mo, (School-room classics, no. 1.) pap. Syracuse, N. Y.: Davis, Bardeen & Co., 1878. 25

MACAULAY, Thomas Babington (Lord). History of England from accession of Jas. II. 5 v. 610 p.; 610 p.; 565 p.; 565 p. por. 4to, cl. N. Y.: Harper & Bros. 1.00  
New edition from new electrotype plates; printed from the last English edition, with all of Macaulay's corrections carefully examined and revised.

STEIGER'S educational directory for 1878 5-321 p. 4to, cl., \$1.50; flex., \$1. N. Y.: E. Steiger, 1878.

Contains lists of the educational institutions of the United States, British Dominions, Germany, Austria; a classified descriptive catalogue of publications on education and general philology; advertisements of books and other articles of interest to educators generally; subject-index to books, etc.; special notices of private educational institutions.

TYLER, Moses Coit. History of American literature. 2 v.: v. 1, 1607-1676; v. 2, 1677-1765. 2-292; 11-330 p. sq. 8vo, cl. N. Y.: G. P. Putnam's Sons, 1878. 5.00

[The first volumes, covering the colonial period, of a philosophical and critical history, including representative excerpts from significant writings, following the literary development of the American mind from the earliest English settlements to the present time. The work is to be completed in 3-4 more volumes, each covering a distinctive period, and so far complete in itself. The author is now Prof. of Engl. Lit. in Michigan Univ. Index.]

WHITE, Lucy Cecil [Mrs J. Lillie]. Story of English literature for young readers: Chaucer to Cowper. 360 p. il. 12mo, cl. 1878. Bost.: D. Lothrop & Co. 1.20

Sketches of the writings and times of Chaucer, Spenser, Bacon, Shakespeare, Ben Jonson, Addison and Steele, Pope, Dr. Johnson, and other writers, up to the close of the 18th century. With portraits and views of historical places.

WHITE, George C. School series of industrial drawing: free hand. prep. by H. P. Smith. 6 nos. Oblong. 8vo, pap. nos. 1-3, ea. 12 c.; nos. 4-6, ea. 15 c. N. Y.: Ivison, Blakeman, Taylor & Co.